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ABSTRACT

This module presents a curriculum on violence prevention for middle school students. It begins with a discussion of what violence is. The second lesson helps students to examine the portrayal of violence in various media. In the third lesson, students examine their own anger and their own tendencies toward violence. The fourth lesson examines the dangers of fighting or becoming involved in a violent incident. In the fifth lesson, students are introduced to the idea of conflict resolution and learn three basic ways to resolve conflicts. In the sixth lesson, students discuss the issue of gun control, including the second amendment to the Constitution. The seventh lesson looks at the philosophy of nonviolence, using the actions of Mohandas Gandhi and Martin Luther King, Jr. to illustrate the principles of nonviolence. In the final lesson, students work in small groups as task forces to develop violence prevention plans. For each lesson, information is included on the objectives of the lesson, the time required, an overview of the lesson, instructional strategies, a list of teacher materials and preparation, the procedure, evaluation methods, and follow-up suggestions. Necessary worksheet and supplemental materials are included. (NB)

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INTO ADOLESCENCE

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Stopping Violence

Jory Post, MA

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CONTEMPORARY HEALTH SERIES

Kathleen Middleton, MS, Series Editor

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INTO ADOLESCENCE:

Stopping Violence

A Curriculum for Grades 5-8

Jory Post, MA

Contemporary Health Series
Kathleen Middleton, MS, CHES, Series Editor

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Moving into Fitness
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CONTENTS

Editor's Preface	vii
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Introduction	1
Overview	2
Objectives	3
Setting Classroom Atmosphere	3
Teacher Responsibilities	4
Time	4
Instructional Strategies	4
Evaluative Methods	7

Lessons

1. Defining Violence	9
2. Images of Violence	17
3. Nonviolent Solutions	49
4. Avoiding Violence	57
5. Resolving Conflict	65
6. The Right to Bear Arms	83
7. Principles of Nonviolence	95
8. Violence Prevention Task Forces	109

EDITOR'S PREFACE

Contemporary Health Series

Health educators and practitioners know that prevention of health problems is far more desirable than treatment. The earlier the knowledge and skill to make healthful decisions are instilled, the greater the chance a healthful lifestyle will be adopted. School is the logical place in our society to provide children, adolescents and young adults the learning opportunities essential to developing the knowledge and skills to choose a healthful life course.

The **Contemporary Health Series** has been designed to provide educators with the curricular tools necessary to challenge students to take personal responsibility for their health. The long-range goals for the **Contemporary Health Series** are as follows:

Cognitive. Students will recognize the function of the existing body of knowledge pertaining to health and family life education.

Affective. Students will experience personal growth in the development of a positive self-concept and the ability to interact with others.

Practice. Students will gain skill in acting on personal decisions about health-related life choices.

Within the **Contemporary Health Series** there are two curricular divisions: *Into Adolescence* for middle school teachers and *Entering Adulthood* for high school teachers. The *Into Adolescence* modules focus on several different health and family life topics. Modules addressing puberty, AIDS, the family, self-esteem, reproduction and birth, sexual abstinence,

friendship, emotions, nutrition, fitness, consumer choices, the environment, violence and drug, alcohol and tobacco education have been developed by skilled author/educators.

Entering Adulthood modules address reproduction and contraception, responsibility, stress, depression and suicide, life planning, communication and self-esteem, AIDS and other STDs, relationships, sexual abstinence, fitness, body image, the environment, injury prevention and drug, alcohol and tobacco education.

All the authors are, or have been, classroom teachers with particular expertise in each of the topic areas. They bring a unique combination of theory, content and practice resulting in curricula which weave educational learning theory into lessons appropriate for the developmental age of the student. The module format was chosen to facilitate flexibility as the modules are compatible with each other but may stand alone. Finally, ease of use by the classroom teacher has driven the design. The lessons are comprehensive, key components are clearly identified and masters for all student and teacher materials are provided.

The **Contemporary Health Series** is intended to help teachers address critical health issues in their classrooms. The beneficiaries are their students, our children, and the next generation.

Kathleen Middleton, MS, CHES
Series Editor

INTRODUCTION

As educators, we have a responsibility to teach our students how to create a safe environment for themselves. Students must possess the skills to deal with their own anger. They must have options that allow them to express their anger but leave a situation without violence. They also need skills to help resolve conflicts. Students must learn how to use other agencies and resources if needed.

In many schools, there is very little separation between access to quality education and violence prevention. Without the skills to prevent, intervene in and avoid violent actions, students may never get the chance to pursue their education.

As educators, we have no choice but to develop successful and engaging curricula that teach students to avoid their own and others' violent actions. It is clear that many students are entering schools unequipped with the skills needed to defuse violence. If students don't receive instruction in these skills at home or in the schools, then it is quite possible they may never develop them.

We must teach students to carefully consider the reasons our society has allowed violent actions to become so prevalent and acceptable. We must teach students to step back from their engagement with the media and take a look at the quantity and quality of violence in movies, music, video games, sports and television. They must be able to research and understand the facts about gun use and gun control and be able to discuss these issues with others.

Any thorough examination of the reduction of violent actions will naturally lead to a discussion of constitutional rights. Students should know what the freedoms of speech and expression protect, as well as the right to bear arms. They must be prepared to make informed choices related to these issues. Only students who are able to clarify these issues and think logically and objectively will help us curb our national tendency toward acceptance of violent actions.

Overview

The curriculum begins with a discussion of what violence is. Students brainstorm a list of violent acts and rank the acts by degrees of violence to create a Violence Gauge. This gauge is posted throughout the lessons and added to or altered as students' understanding of violence increases.

In the second lesson, students examine the portrayal of violence in various media. They work in teams to research the amount of violence depicted in different media and act as news teams to present their findings to the class.

In Lesson 3, students examine their own anger and their own tendencies toward violence. They work in groups to create roleplays that portray ways to handle difficult situations without violence.

Lesson 4 examines the dangers of fighting or becoming involved in a violent incident. Students design comic strips that illustrate ways to avoid fights and other potentially violent situations.

In the fifth lesson, students are introduced to the idea of conflict resolution. They discuss three basic ways to resolve conflicts. Students then work in small groups to write choose-your-own-adventure stories that illustrate different ways to resolve conflicts.

In Lesson 6, students discuss the issue of gun control, including the second amendment to the Constitution. Students are assigned to teams to research and debate the issue.

The seventh lesson looks at the philosophy of nonviolence, using the actions of Mohandas Gandhi and Martin Luther King, Jr., to illustrate the principles of nonviolence. Students then create their own declarations of nonviolence for their classroom and their school.

In the last lesson, students work in small groups as task forces to develop violence prevention plans. Groups then present their plans to the class.

Objectives

Lesson 1 *Defining Violence*

- Students will be able to define what violence means to them.
- Students will be able to identify criteria for violent acts.

Lesson 2 *Images of Violence*

- Students will be able to analyze the frequency of violence in various forms of media.
- Students will be able to explain possible influences the media have on violence in society and individuals.

Lesson 3 *Nonviolent Solutions*

- Students will be able to demonstrate nonviolent solutions to tense or angry situations.

Lesson 4 *Avoiding Violence*

- Students will be able to illustrate techniques to help avoid potentially violent situations.

Lesson 5 *Resolving Conflicts*

- Students will be able to describe nonviolent alternatives to conflicts.

Lesson 6 *The Right to Bear Arms*

- Students will be able to compare and contrast facts and opinions representing both sides of the gun control issue.

Lesson 7 *Principles of Nonviolence*

- Students will be able to explain the principles of nonviolence expressed by Mohandas Gandhi and Martin Luther King, Jr.

Lesson 8 *Violence Prevention Task Forces*

- Students in small groups will be able to synthesize plans for community violence prevention activities.

Setting Classroom Atmosphere

The classroom atmosphere that is established is critical to the success of any education program. It is of particular importance when the subject is a difficult one like violence. Students must be able to share what they know, or what they think they know, and teachers should attempt to answer all questions that arise. If teachers don't know an answer, they should say so and tell students they will try to find out.

Every student's opinion should be valued. Many of the concepts in this unit on violence prevention will evoke clear differences of opinion. These differences may relate to interpretation of the Constitution, the role of violence in our society or the use of guns in our society. Teachers must remain objective throughout the discussions around violence and offer access to all information related to volatile issues.

Groundrules can assist teachers in establishing a comfortable and open environment for classroom discussion and learning. If you choose, students can participate in determining class groundrules. The following list contains some suggested groundrules:

- No put-downs.
- Be sensitive to other people's feelings.
- It's OK to pass (not answer a question).
- No one should talk about personal matters or ask personal questions.
- No talking about other students' comments outside the classroom.
- There are no dumb questions. If teachers feel questions are too personal, they may pass.

Teacher Responsibilities

As with other sensitive topics, the teacher's role of facilitator and classroom manager is of primary importance. When teaching about preventing violence, it is important, although not always easy, to gain the trust of students. It is crucial that teachers be sensitive, direct and honest about all issues related to violence and its prevention. In so doing, you will create an atmosphere in which students are more likely to participate in the educational process in an honest and meaningful way.

Teachers must also make every attempt to include family members in this part of their children's education. Communicate with parents and other family members about the nature of your topics and the assignments related to violence prevention. Students should be encouraged to discuss these topics with their families.

Teachers must also be aware that some students may be victims of family violence. Teachers should be alert to signs that may indicate abuse at home. Be prepared to make the necessary legal referrals to address current problems and to prevent further abuse.

Time

The time indicated for each lesson is an approximate measure, based on a 45-50 minute class period. The actual time required to complete all activities in a given lesson will vary, depending on student interest and ability. Lessons that will probably require more than one class period to complete are indicated.

Instructional Strategies

This module incorporates a variety of instructional strategies designed to develop and maintain student interest and motivation. Some strategies are traditional, while others are more

interactive, encouraging students to help each other learn. The specific strategies used in each lesson are clearly identified. An alphabetical list of instructional strategies and their descriptions follows:

Brainstorming	Individual or Group Research
Case Studies	Oral Presentations
Categorizing	Overhead Transparencies
Class Discussion	Panel Discussions
Cooperative Learning Groups	Roleplays
Creative Expression	Teacher Lecture
Dramatic Presentations	Worksheets

Brainstorming

Brainstorming is used to stimulate discussion of an issue or topic. Students are asked to give their ideas and opinions without comment or judgment from the teacher or other students. Ideas can be listed on the board, on butcher paper or newsprint or on a transparency. Brainstorming should continue until all ideas have been exhausted or a predetermined time limit has been reached.

Case Studies

Case studies are written histories of a problem or situation, which students read, discuss and analyze. Case studies encourage student involvement and help center discussion on practical issues.

Categorizing

Students are often asked to categorize information, as in math and science lessons. At a more advanced level, students are required to distinguish among varying degrees of intensity and place situations on a scale to indicate their understanding of the differences.

Class Discussion

A class discussion led by the teacher is one of the most valuable strategies used in education. It can be used to initiate, amplify or summarize a lesson. Most of the lessons in this module include some form of class discussion.

Cooperative Learning Groups

Cooperative learning is one of the most common and effective strategies used in this module. Students work in small groups to disseminate and share information, analyze ideas or solve problems. The size of the group depends on the nature of the lesson and the make-up of the class. Groups work best with from two to six members.

Group structure will affect the success of the lessons. Groups can be formed by student choice, random selection or a more formal, teacher-influenced process. Groups seem to function best when they represent the variety and balance found in the classroom. Groups also work better when each student has a responsibility within the group (reader, recorder, timer, reporter, etc.).

While groups are working on their tasks, the teacher should move from group to group, answering questions and dealing with any problems that arise. At the conclusion of the group process, some closure should take place.

Creative Expression

Having students write, draw pictures or create a comic strip about topics they are studying integrates language arts, fine arts and personal experience into one lesson. It allows students to use imagination and creativity to express their understanding of content.

Dramatic Presentations

Dramatic presentations may take the form of roleplays, skits, news or radio shows. Such presentations are highly motivating activities because they actively involve students in learning desired concepts or practicing certain behavior.

Individual or Group Research

Research may mean giving students prepared materials which they must use to complete a written or verbal assignment, or it may mean having students locate resources and gather information on their own.

Oral Presentations

Students sometimes present information orally to the rest of the class. Such presentations may be done by individual students or as part of a group or panel. Students enjoy learning and hearing from each other, and the experience stimulates positive interaction.

Overhead Transparencies

Overhead transparencies are an effective visual aid to use in presenting information and graphic examples. Most of the lessons in this module provide teacher resources that can be used as transparencies.

Panel Discussions

When students are studying issues that have more than one viewpoint, a panel discussion provides the opportunity for them to do their own research and develop supporting arguments for either side. Understanding of content is greatly enhanced when students develop and understand arguments on both sides of an issue.

Roleplays

Roleplays are highly motivating activities for students because they actively involve students in learning desired concepts or practicing certain behaviors. Students act out or act as if they are in a specific situation. Sometimes they are given a part to play, and other times they are given an idea and asked to improvise. Allow students time to decide the central action of the roleplay situation and how the roleplay will end.

Teacher Lecture

A traditional teacher lecture disseminates information directly from the teacher to students. In some lessons, this approach is the best way to provide information. Generally, this method is combined with other methods to assure high-level motivation and learning.

Worksheets

Most lessons in this module include worksheets. Students may be asked to complete the worksheets individually or in cooperative learning groups. Some worksheets include an activity to be completed outside of class. Completed worksheets should generally be reviewed with the whole class to provide relevant and timely feedback.

Evaluative Methods

Each lesson provides the teacher with one or more methods for evaluating student performance on stated objectives. The methods are listed following the procedure section of each lesson. Evaluative methods include analysis and comment on worksheets and other written materials, as well as observation of individual responses.

It is impossible to objectively, quantitatively or qualitatively measure the development and maintenance of violence prevention skills, and it is inappropriate to grade student work that is reflective of individual feelings, beliefs or behaviors. Therefore, the evaluation methods serve as tools to assess students' participation and cognitive learning from each lesson.

LESSON**1**

**DEFINING
VIOLENCE**

Objectives

Students will be able to define what violence means to them.

Students will be able to identify criteria for violent acts.

Time

One class period.

Overview

The prevalence of violence in our society is overwhelming. If violence is to be curbed, students must be able to clearly discern a violent act. They must also have a clear understanding of causes and consequences of violence.

In this lesson, students will create a list of all activities they consider to be violent. As a class, students create a Violence Gauge, then work in small groups to categorize violent acts on the gauge.

Instructional Strategies

Brainstorming, categorizing, class discussion, cooperative learning groups.

Teacher Materials and Preparation

HAVE:

- ✓ A hammer and a walnut.
- ✓ 3 x 5 card or strip of paper, one for each student.
- ✓ Chalk and chalkboard.
- ✓ Overhead projector.
- ✓ Transparency marker.

COPY:

- ✓ **Violence Gauge** worksheet, one for each student.

MAKE:

- ✓ Transparency of **Violence Gauge** worksheet.

REVIEW:

- ✓ **Violence Gauge Example.**

PREPARE:

- ✓ During the class period before you begin this module, set the hammer and walnut on a table and distribute a 3 x 5 card or strip of paper to each student.

Procedure

■ When you are ready to begin this lesson, without saying anything, pick up the hammer and smash a table (or any other surface that can take it) quickly and loudly. Pause for a few seconds, then smash the walnut. Ask students if they think either of your actions were violent activities. Call on students for responses and have them defend their positions.

Then ask students to write their own detailed definitions of violence on the card or paper. Ask for volunteers to share their definitions with the class.

As students read their definitions, identify criteria for violent activities. For example: If a student says, "I think it's violent behavior if you hurt somebody," you might say, "So hurting people is violent."

You can further clarify this criterion by asking, "When you say *hurt*, do you mean just physical hurt or mental hurt as well?"

■ Ask students to brainstorm actions or activities they think are violent. Remind students that an important rule of brainstorming is that all ideas are acceptable and are not scrutinized or judged during the process. List students' suggestions on the board. Add your own ideas or ideas from the **Violence Gauge Example**.

When the brainstorming has been completed, ask students if they think some situations justify a violent response. Have students point out examples from the list on the board or add new suggestions of acts they think are justified. Expect a wide range of opinions, including pro and con on the issues of the death penalty and the use of military force.

Help students understand that justification of violent actions rarely meets with consensus. Sometimes a personal stance may be taken even though it is a minority view. Other times such decisions are left to the majority rulings of lawmakers.

■ Show students the **Violence Gauge** transparency. Ask a volunteer to suggest which one of the activities on the class list should go at the top of the gauge. Write it on the transparency. Then ask which activity should be lowest on the gauge and write it on the transparency. Now ask for an activity that belongs in the middle and write it in.

Divide the class into cooperative learning groups of two or three. Distribute the **Violence Gauge** worksheet to each student. Tell groups to place the remaining items from the list of violent activities in the appropriate places on the gauge. Acknowledge that not everyone will agree on the severity of violent actions. Tell students the majority vote wins if there is a disagreement over placement.

When groups have completed their charts, call on volunteers to suggest placements on the chart. Write their suggestions on the transparency. Allow brief discussion if there is disagreement, then call for a show of hands for leaving as is, moving up or moving down. Adjust the transparency as needed.

Tell students you will make adjustments to the **Violence Gauge** as they continue to study violent behavior in this unit.

Evaluation

Collect definitions and **Violence Gauge** worksheets to check for student understanding of the definition and degrees of violence.

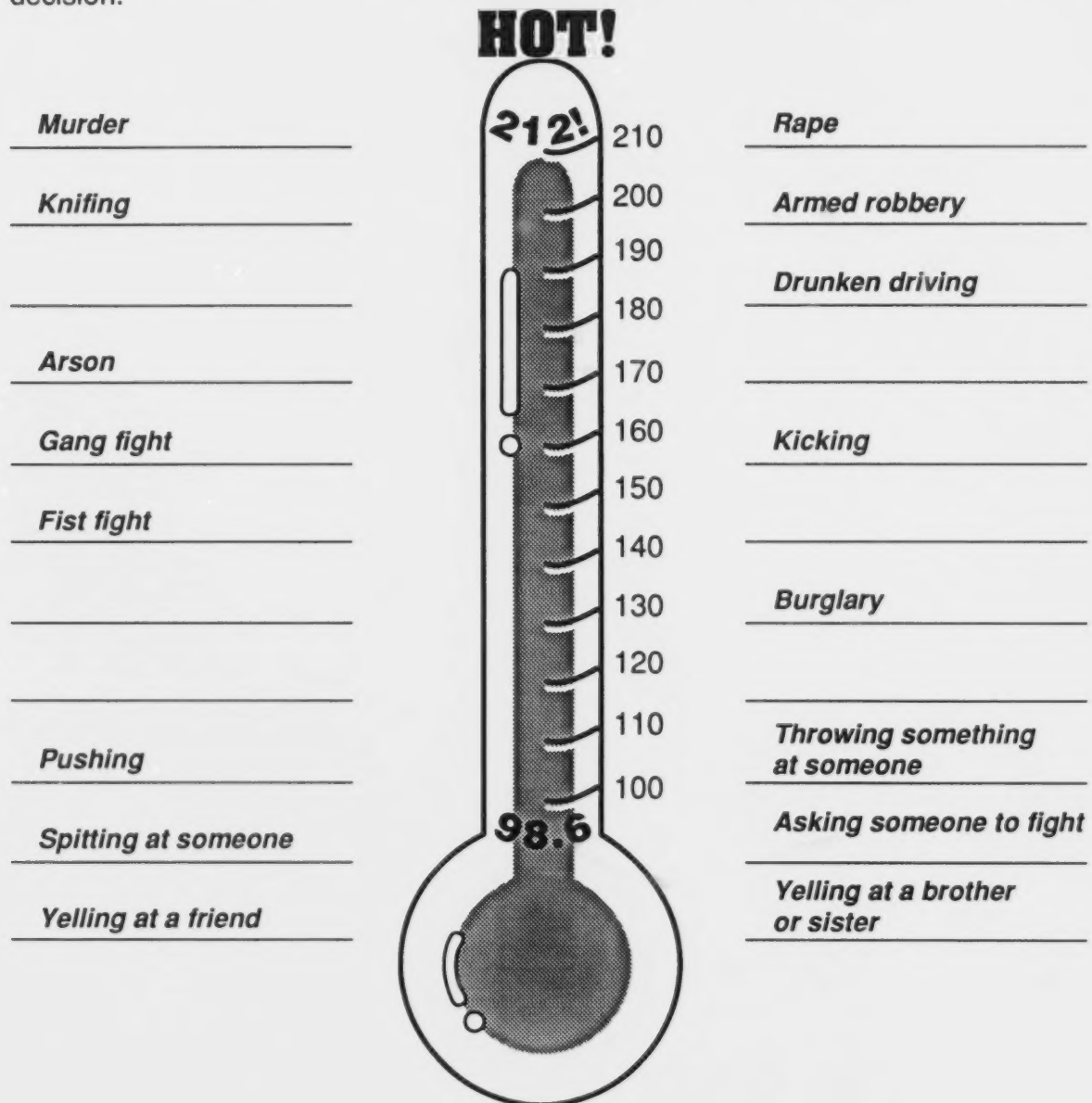
Follow-Up/ Extension

Have a group of volunteers make a large poster of the filled-in **Violence Gauge** transparency. Another group of volunteers could illustrate the poster. Display the poster in the classroom and make adjustments to it throughout this unit.

Violence Gauge

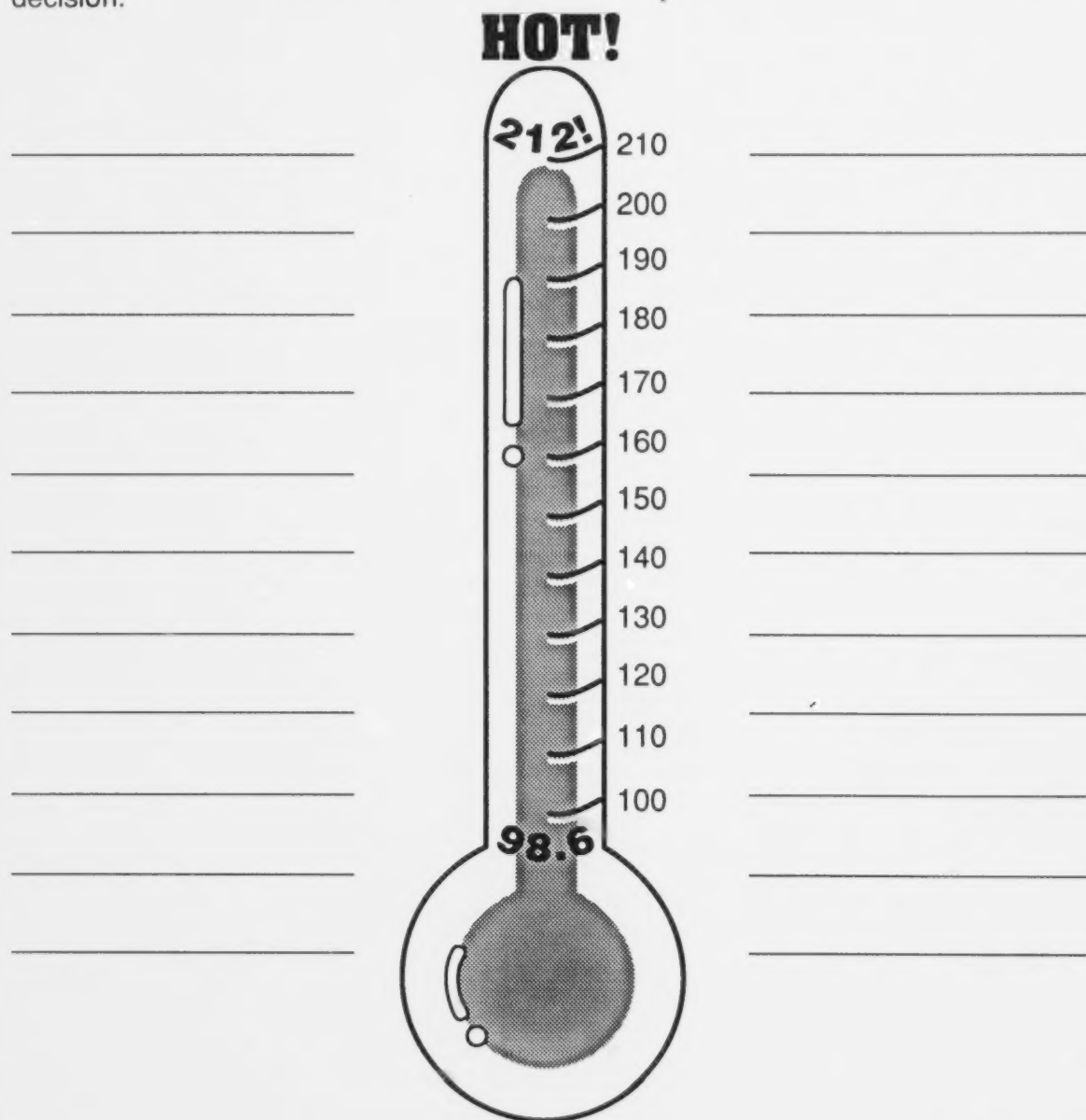
Example

Directions: With your group, discuss each of the violent activities listed by the class. Decide where the activity should be placed on the Violence Gauge. (The most violent activities get the highest temperature.) Then write each activity on the gauge. If students in your group disagree about a position, vote on the activity and use the majority decision.



Violence Gauge

Directions: With your group, discuss each of the violent activities listed by the class. Decide where the activity should be placed on the Violence Gauge. (The most violent activities get the highest temperature.) Then write each activity on the gauge. If students in your group disagree about a position, vote on the activity and use the majority decision.



LESSON
2

IMAGES OF VIOLENCE

Objectives

Students will be able to analyze the frequency of violence in various forms of media.

Students will be able to explain possible influences the media have on violence in society and individuals.

Time

Two or three class periods. Time is also needed to allow students to do at-home assignments.

Overview

The influx of violence into every form of entertainment in our society has been steadily increasing. Television, films, video games, music, MTV and sporting events portray many violent actions and behaviors, which our children may learn to model. While censorship is clearly not the answer, informed choice is.

In this lesson, students are asked to observe incidents of violence as portrayed in various forms of media. After listing and discussing

the most frequently used media, students are divided into news teams to research the variety and frequency of violence in different media. In a simulated news show, students report back to the class on their area of expertise.

Instructional Strategies

Class discussion, cooperative learning groups, dramatic presentations, research.

Teacher Materials and Preparation

HAVE:

- ✓ Chalk and chalkboard.
- ✓ **Violence Gauge** transparency or poster (from Lesson 1).

COPY:

- ✓ **Television Research Form**, twenty copies.
- ✓ **Video Game Research Form**, twenty copies.
- ✓ **Sports Event Research Form**, twenty copies.
- ✓ **Music Research Form**, twenty copies.
- ✓ **Movie Research Form**, twenty copies.
- ✓ **News Team Script** worksheet, one for each student.

MAKE:

- ✓ Transparencies of examples of violence in print media (optional).
- ✓ Transparency of the **Television Research Form Sample**.

PREPARE:

- ✓ Examples of violence in the media. If you have access to a TV and VCR, you can prerecord examples of violence in cartoons, TV programs, rented films or video games. Also have printed materials such as comic strips or song lyrics available to share.

Procedure

- Share examples of violence in the media with the class. Then ask for volunteers to tell you what forms of media were represented in your examples (e.g., TV). List student responses on the board.

Ask students if there are other forms of media familiar to them that have not been represented. A complete list should include music,

MTV, cartoons, fictional TV programs, news programs and documentaries, sporting events, video games and movies.

■ Have students choose a partner. Ask students to tell their partners what shows they watch or games they play that include violence. Suggest that students also talk about how they think violence affects them personally or our society as a whole. Ask students to discuss any ideas they have about making changes.

Note: The level of these discussions will vary depending on the grade level and maturity of your students.

Ask for volunteers to share their ideas with the class. Encourage class discussion of these ideas. Lead students to consider the issues of freedom of expression and freedom of speech. For example: A student may suggest that all violence be banned from the media.

■ Explain that the Constitution guarantees citizens of the United States the right to freedom of speech and expression. (*Note:* If you have the knowledge and background, you may want to discuss the structure of the Constitution, the Bill of Rights and other amendments.) Tell students that if they believe the Constitution is the ultimate law of our land, then we may not have the right to limit the freedom of expression and speech of our people.

Ask students what the alternatives are if they believe that too much violence is wrong but the Constitution is right. Note that as citizens of the United States, we have the choice to support or not support violence in our society.

■ Tell students that they are going to be investigative reporters. They will work with a group to form an investigative news team. Each team will be assigned to research and report back to the class on a different type of media.

Show students the **Television Research Form Sample** transparency and review the assignment. Explain that students will use a separate form for each program, song, movie or event they observe.

Point out the *Tally* section of the form on the transparency. Tell students that as they observe the program or event, they should make a mark in this section each time a violent action occurs.

Move to the *Violent Situation* section. Explain that during their observation, students should record specific details about one incident of violence they see.

When students have finished their observation, they should complete the *Recap* section of the form. Tell students to count their tallies to find the total number of violent incidents they observed. Then students should note how long the observation lasted and where they would place this program or event on the **Violence Gauge**, in terms of degrees.

Finally, tell students they should draw a sketch of one form of violent action they witnessed during their observation.

■ Divide the class into five groups, and assign a media category (television, video game, sports event, music, movie) to each group. Explain that all students should complete three or four research forms to share with their news teams. Distribute 20 copies of the appropriate **Research Form** to each group.

Tell students to meet with their groups to decide who will research what. Explain that students should review different materials. For example: The groups assigned to research television may want to divide shows up by time slots.

■ When students have completed their observations, give them time to meet with their groups to plan a presentation about their findings. Distribute the **News Teams Script** worksheet. Tell students to write down the specific facts they will be addressing. These facts should come from an analysis of their research findings. As newscasters for their teams, they should create a script for the newscast from that information.

When all groups are prepared to present their information on violence in the media, set up a table and chairs to simulate a TV news broadcast and call on groups to give their presentations.

■ Tell students to add new forms of violence to the **Violence Gauge** as they discover them in their research.

Evaluation

Review group materials and observe group presentations for student analysis of the extent of violence in the media. Ask students to make further conclusions about how strong an influence media may have on violence in our society.

Follow-Up/ Extension

Have interested students research the legal history of the freedom of expression and speech.

Send extra **Research Forms** home with students for interested family members to participate.

Television Research Form

Sample

Directions: Use this form to record your observations of a television program. Make a mark in the *Tally* section for each violent action that occurs during your observation of the program. In the *Violent Situation* section, record specific details about one incident of violence that occurs during the program. After your observation, complete the *Recap* section. Fill in the total number of violent incidents that occurred during the program, how long the program lasted and where you would place this program on the Violence Gauge. Then draw an example of the violent action you witnessed.

Tally

|||| 1

Violent Situation

Name of Program

"Street Beat"

What happened?

A man was shot by gang members.

Who did it?

Members of the Gnarly Dudes gang.

To whom?

A man walking down the street.

Why?

Because he belonged to another gang.

Did they know each other?

They knew who he was, but he didn't know them.

Recap

_____ Total Violent Incidents _____
6

_____ Length of Program _____
20 minutes

_____ Average Temperature on Violence Gauge _____
180°



Television Research Form

Directions: Use this form to record your observations of a television program. Make a mark in the *Tally* section for each violent action that occurs during your observation of the program. In the *Violent Situation* section, record specific details about one incident of violence that occurs during the program. After your observation, complete the *Recap* section. Fill in the total number of violent incidents that occurred during the program, how long the program lasted and where you would place this program on the Violence Gauge. Then draw an example of the violent action you witnessed.

Tally

Violent Situation

____ Name of Program _____

____ What happened? _____

____ Who did it? _____

____ To whom? _____

____ Why? _____

____ Did they know each other? _____

Recap

_____ Total Violent Incidents _____

_____ Length of Program _____

_____ Average Temperature on Violence Gauge _____



Video Game Research Form

Directions: Use this form to record your observations of a video game. Make a mark in the *Tally* section for each violent action that occurs during your observation of the game. In the *Violent Situation* section, record specific details about one incident of violence that occurs during the game. After your observation, complete the *Recap* section. Fill in the total number of violent incidents that occurred during the game, how long the game lasted and where you would place this game on the Violence Gauge. Then draw an example of the violent action you witnessed.

Tally

Violent Situation

_____ Name of Video Game _____

_____ What happened? _____

_____ Who did it? _____

_____ To whom? _____

_____ Why? _____

_____ Did they know each other? _____

Recap

_____ Total Violent Incidents _____

_____ Length of Video Game _____

_____ Average Temperature on Violence Gauge _____



Sports Event Research Form

Directions: Use this form to record your observations of a sports event. Make a mark in the *Tally* section for each violent action that occurs during your observation of the game or event. In the *Violent Situation* section, record specific details about one incident of violence that occurs during the event. After your observation, complete the *Recap* section. Fill in the total number of violent incidents that occurred during the game or event, how long the event lasted and where you would place this event on the Violence Gauge. Then draw an example of the violent action you witnessed.

Tally

Violent Situation

_____ Name of Sports Event _____

_____ What happened? _____

_____ Who did it? _____

_____ To whom? _____

_____ Why? _____

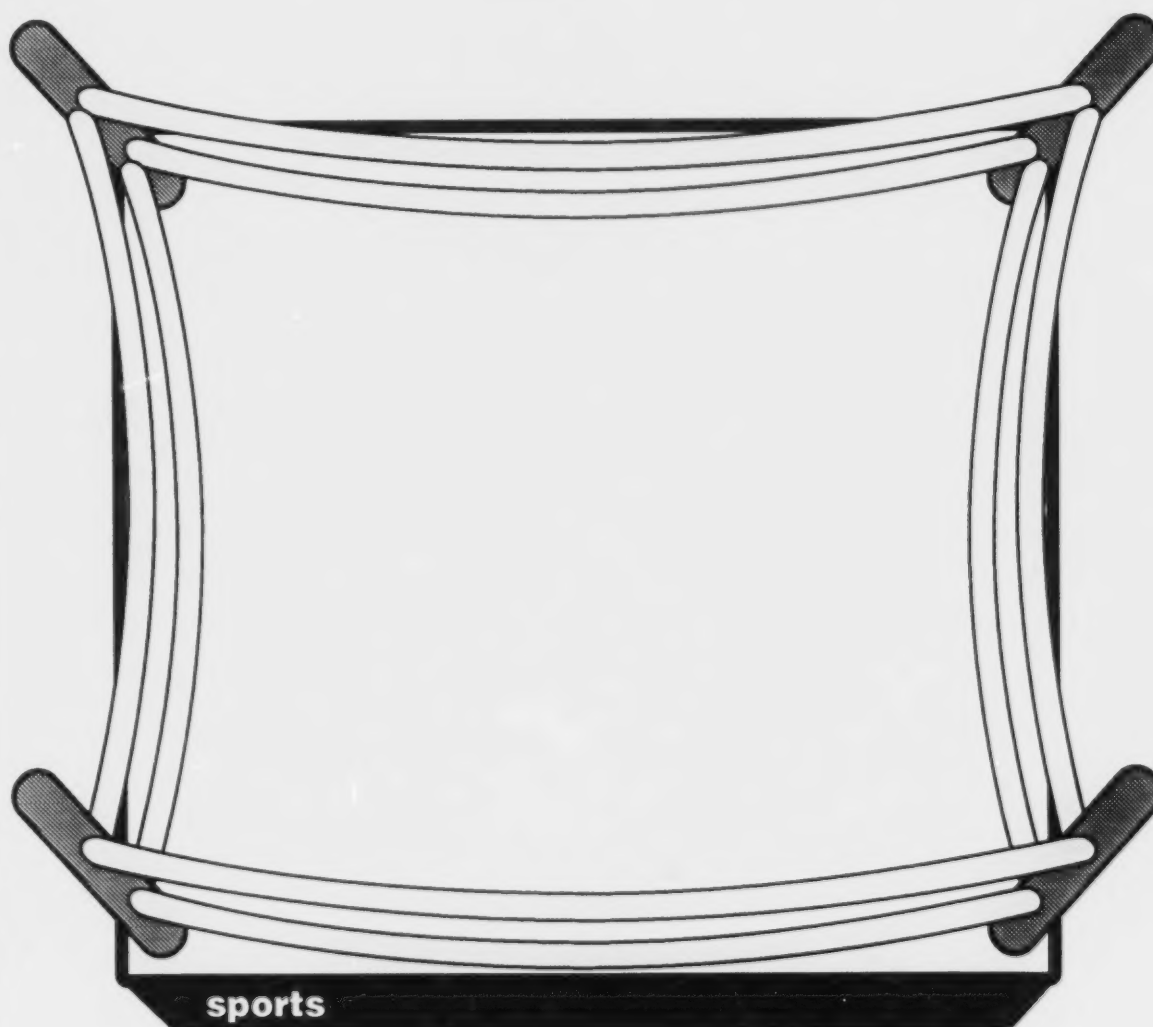
_____ Did they know each other? _____

Recap

_____ Total Violent Incidents _____

_____ Length of Sports Event _____

_____ Average Temperature on Violence Gauge _____



Music Research Form

Directions: Use this form to record your observations of a song or a music video. Make a mark in the *Tally* section for each violent action that occurs during your observation. In the *Violent Situation* section, record specific details about one incident of violence that occurs during the song or video. After your observation, complete the *Recap* section. Fill in the total number of violent incidents that occurred during the song, how long the song or video lasted and where you would place this song on the Violence Gauge. Then draw an example of the violent action you witnessed.

Tally

Violent Situation

_____ Name of Song or Music Video _____

_____ What happened? _____

_____ Who did it? _____

_____ To whom? _____

_____ Why? _____

_____ Did they know each other? _____

Recap

_____ Total Violent Incidents _____

_____ Length of Song or Music Video _____

_____ Average Temperature on Violence Gauge _____



Movie Research Form

Directions: Use this form to record your observations of a movie. Make a mark in the *Tally* section for each violent action that occurs during your observation of the movie. In the *Violent Situation* section, record specific details about one incident of violence that occurs during the movie. After your observation, complete the *Recap* section. Fill in the total number of violent incidents that occurred during the movie, how long the movie lasted and where you would place this movie on the Violence Gauge. Then draw an example of the violent action you witnessed.

Tally

Violent Situation

_____ Name of Movie _____

_____ What happened? _____

_____ Who did it? _____

_____ To whom? _____

_____ Why? _____

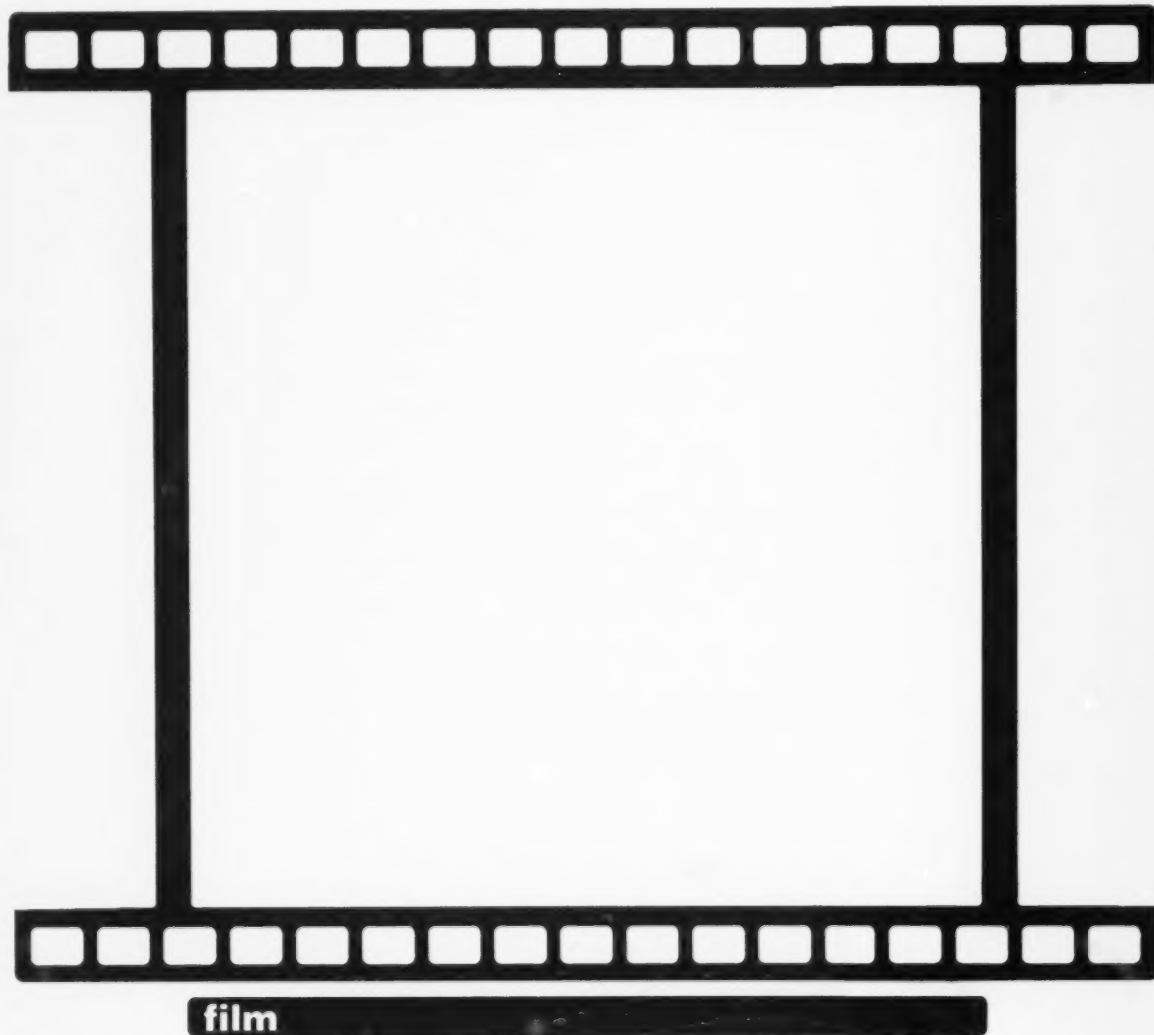
_____ Did they know each other? _____

Recap

_____ Total Violent Incidents _____

_____ Length of Movie _____

_____ Average Temperature on Violence Gauge _____



News Team Script

Directions: When you've completed your individual research forms, meet with your group members to share facts and information. Divide the information into different areas for each member of your group to make an oral presentation. Record the facts related to your subject, then write a news script from those facts.

Facts and Information:

Reporter name: _____

Script:

LESSON
3

NONVIOLENT SOLUTIONS

Objective

Students will be able to demonstrate nonviolent solutions to tense or angry situations.

Time

One class period.

Overview

One step toward curbing violence in our society is to teach individuals to curb tendencies toward personal violence. If we can affect the behavior or attitudes of those people who might consider violence as a solution, then we may contribute to a more peaceful society.

In this lesson, students list a variety of situations in which they get angry. They analyze and discuss possible responses in such situations. Students then work in small groups to roleplay situations that might lead to violence and present nonviolent responses.

Note: This lesson and the unit as a whole are general instructional tools for helping students to *avoid violent situations*. We are not suggesting that anger should be avoided or suppressed, but we do suggest that violence should always be avoided. Anger is a legitimate feeling and should be acknowledged and dealt with in an appropriate manner. This module does not go into detail on the subject. *Into Adolescence: Communicating Emotions*, another module in the Contemporary Health Series, includes more information and practice around ways to express anger.

Instructional Strategies

Class discussion, roleplays.

Teacher Materials and Preparation

HAVE:

- ✓ Chalk and chalkboard or butcher paper and markers.
- ✓ Overhead projector.
- ✓ **Violence Gauge** transparency or poster (from Lesson 1).

MAKE:

- ✓ Transparency of **Dealing with Anger**.
- ✓ **Anger Charts** on the chalkboard or on butcher paper to post around the room. Have chalk or markers available for students. See **Anger Charts Example**.

Procedure

- Tell students that most of the violence that occurs in our society happens between people who know each other. This violence often results from angry feelings. One of the ways we can help prevent violence in our society is to learn how to deal with the angry feelings that can lead to arguments and violence.

Explain to students that anger usually involves a physical reaction of the body. This physical reaction often includes tense muscles, quickened breathing and faster heart beats. It is often associated with other feelings such as frustration or low self-esteem. We may become angry in situations where we feel frustrated or don't feel important or respected.

It is important to remember that feelings of anger are normal and OK. What is not OK is to release our own anger in the form of violence that hurts others or damages property.

Point out the **Anger Charts** on the chalkboard or posted around the room. Tell students to think about times when they've been angry and things they do when they feel angry. Students should write one to three examples of when they get angry and one to three examples of how they deal with anger on the charts.

Note: You may want to post more than one set of charts around the room and/or divide the class into groups to fill out the charts.

When students have completed the charts, review the situations students listed and the ways they deal with anger. Ask students which responses seem likely to lead to nonviolent solutions and which are more likely to result in violence.

■ Show students the **Dealing with Anger** transparency, and review the suggestions for dealing with angry feelings. Tell students one way people are learning to deal with anger is called *thought stopping*. When you begin to feel angry and to think angry thoughts, you can actually say to yourself, "I need to stop. What can I do that is positive to help me deal with my anger?"

Explain to students that because anger causes a physical response in the body, it is often a good idea to find a way to physically work off the angry feelings. Many of the ideas on the transparency are examples of ways to physically work off the anger.

Ask students if every response makes sense for every situation. Help students understand that some responses will be better in various situations than others. Note that in some situations, they will need to think and act quickly. Tell students the next activity will allow them to practice suggesting responses to specific situations.

■ Divide the class into small groups. Tell each group to choose a situation that has the potential for violence from the *I Get Angry When ...* portion of the **Anger Chart**. Then each group should prepare a roleplay that depicts a nonviolent response to the situation it chose.

As groups present their roleplays to the class, discuss the solutions

they depict. Ask students how realistic they think the suggested solutions are.

■ Have students observe their own behavior for a week and keep track of any of their actions that range above 98.6 on the **Violence Gauge**. Ask them to make changes to the **Violence Gauge** as appropriate.

Evaluation

Observe student presentations to check for their ability to demonstrate appropriate responses to anger and situations that could become violent.

Anger Charts

Example

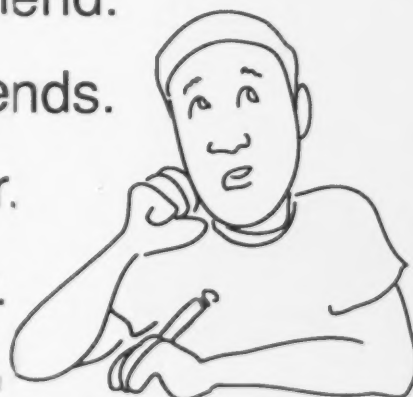
<i>I Get Angry When...</i>	<i>When I'm Angry, I...</i>

<i>I Get Angry When...</i>

<i>When I'm Angry, I...</i>

Dealing with Anger

- Take three deep breaths.
- Talk calmly to the person you're angry with.
- Apologize.
- Offer your opponent a way out.
- Leave the situation as soon as possible.
- Look at the funny side.
- Pound a pillow.
- Get some exercise—run or jog.
- Hit a punching bag.
- Talk to a friend.
- Hang out with friends.
- Talk to a teacher.
- Get help from a counselor.



MS. SMITH

LESSON 4

AVOIDING VIOLENCE

Objective

Students will be able to illustrate techniques to help avoid potentially violent situations.

Time

One class period and additional time outside of class to complete cartoons.

Overview

Violent acts often involve participants who have no intention of becoming involved in a violent incident. These people may be innocent bystanders, friends of people involved in an altercation, or the recipients of violent acts. Students need to understand the dangers of fighting and ways to avoid fights.

This lesson asks students to be prepared for a variety of situations in which their own responses may either help prevent violence or provoke it. Students will design comic strips as examples of these situations, illustrating responses that will help reduce tension and prevent violent outcomes.

Instructional Strategies

Brainstorming, class discussion, creative expression.

Teacher Materials and Preparation

HAVE:

- ✓ Chalk and chalkboard.
- ✓ Overhead projector.
- ✓ Colored pencils or markers.
- ✓ **Violence Gauge** transparency or poster (from Lesson 1).
- ✓ **Dealing with Anger** transparency (from Lesson 3).

COPY:

- ✓ **Comic Strip** worksheet, two for each student.

MAKE:

- ✓ Transparency of **Comic Strip Sample**.

Procedure

■ Remind students of the research they did on images of violence in our society. Much of the violence they saw depicted in television or movies probably occurred between strangers. However, statistics show that in more than half of the murders committed in the United States, the person is killed by someone he or she knows.

Tell students that in the last lesson they looked at ways to deal with their own anger. Explain that sometimes we have to deal with other people's anger. Remind students that anger is a natural and normal emotion. Explain that not everyone knows how to deal with anger in ways that are appropriate. Often this is why violence occurs.

Ask students for ideas on what to do if they see other people who are angry at each other and there is a potential for violence. Lead them to the conclusion that staying out of the situation is best. *Note:* Teachers need to be very alert to the fact that they may hear about violence in the home. Be prepared to refer students to the school counselor or another appropriate school official if this happens. These issues need to be dealt with by professionals trained to assist students with such problems.

■ Describe the “fight or flight” response to students. Explain that our bodies have a physical reaction to feelings of anger. We feel tense, and we may want either to hit something or to run away—fight or flight.

Ask students if they can think of any good reasons to fight. List these on the board under the heading **REASONS TO FIGHT**. Responses may include the following points:

- to defend yourself
- to save face—not be embarrassed
- to defend your property
- to prove how strong you are

Note that many of these reasons relate to the need to feel important. Remind students that feeling unimportant is one of the situations that leads to anger, as discussed in Lesson 3. Then ask students to suggest reasons to avoid fighting. List these on the board under the heading **REASONS NOT TO FIGHT**. Responses may include the following points:

- get hurt
- get suspended from school
- hurt someone else badly
- get killed or kill someone
- get a bad reputation
- make an enemy
- ruin clothes
- get embarrassed
- parents get mad at you

Compare the two lists. Emphasize that fighting is dangerous. Tell students that statistics indicate that almost half of all murders in the United States are committed as a reaction to an argument. Arguments and fighting lead to violence and death.

■ Ask students to brainstorm a list of ways to avoid fights. Remind them of some of the actions on the **Dealing with Anger** transparency in Lesson 3. Show students the **Comic Strip Sample** transparency. Tell them this comic strip illustrates one way to avoid a fight.

■ Distribute two **Comic Strip** worksheets to each student. Also distribute colored pencils or markers. Tell students they are going to create their own comic strips to illustrate ways to avoid a fight. Explain to students that they can illustrate any of the alternatives in their comic strips—there are many ways to avoid a fight.

Students should create a name for their comic strips and names for the characters. They should clearly illustrate or state the situation and a response that avoids fighting.

When students have finished their comic strips, ask them to share their work with the class. Ask for volunteers to explain the situations and responses in the strips.

- Make changes to the **Violence Gauge** as appropriate.

Evaluation

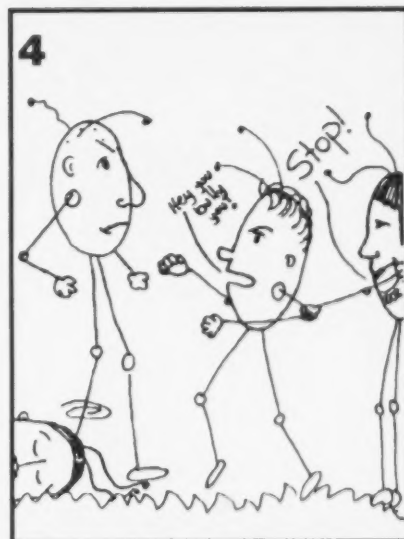
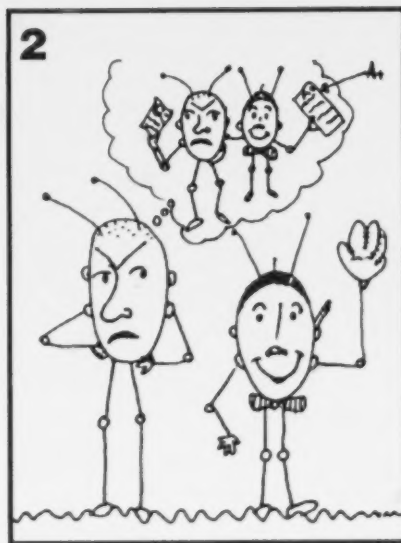
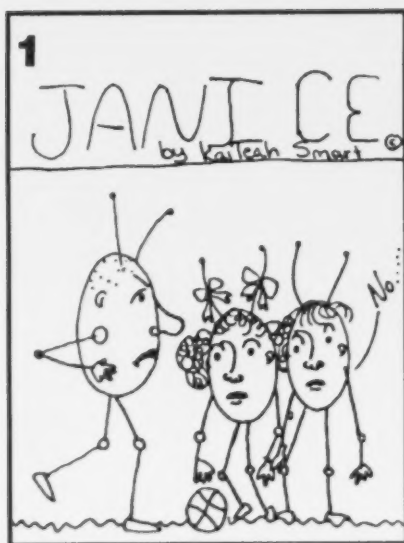
Review student drawings and check for effective techniques individuals can use to arrive at nonviolent solutions to potentially violent situations.

Follow-Up/ Extension

Have students bind their comic strips together into book form and share with other classes and schools.

Title: *Janice*

Artist: *Kaileah Smart*



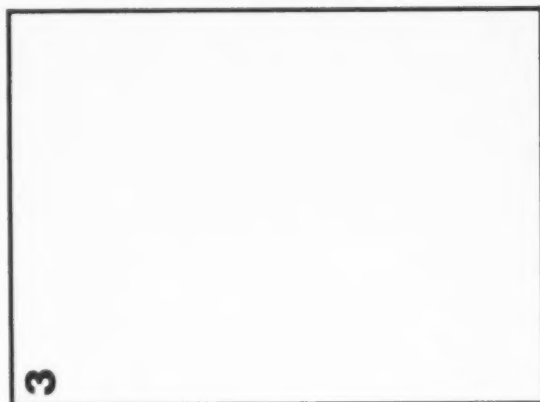
Comic Strip Sample

TEACHER

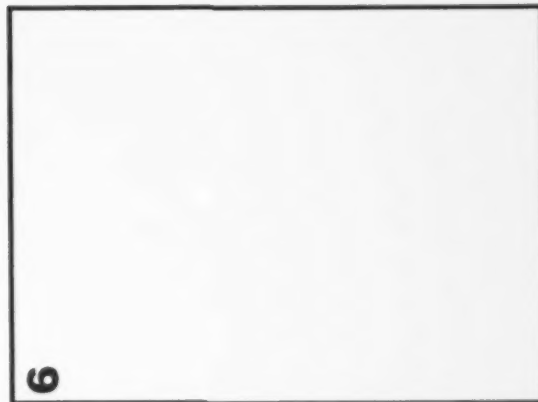
Comic Strip

Artist:

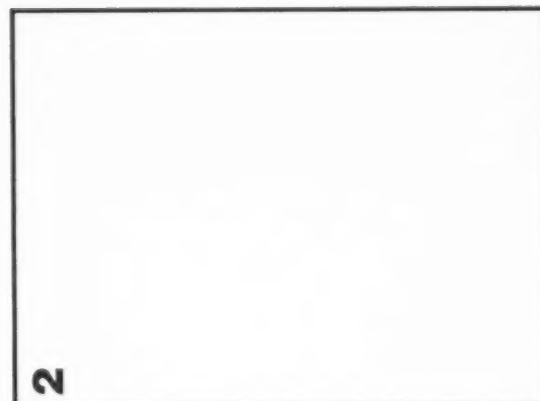
Title:



3



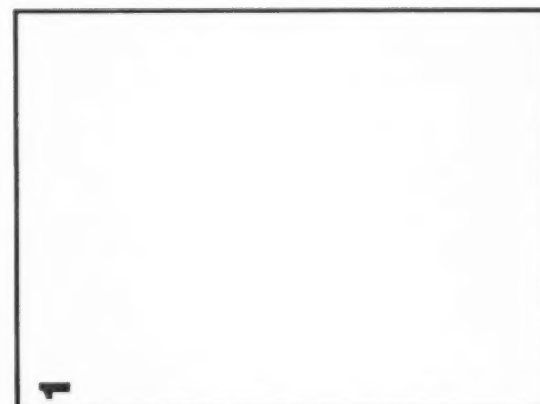
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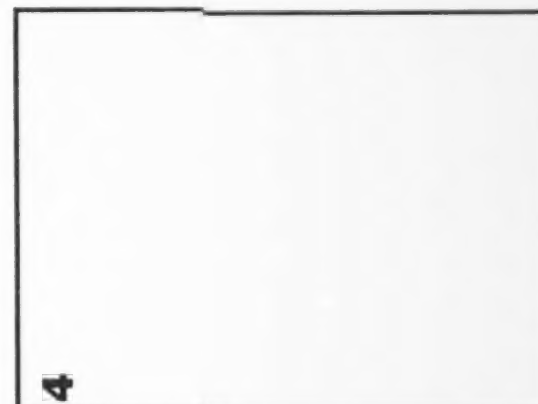
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4

LESSON
5

RESOLVING CONFLICTS

Objective

Students will be able to describe nonviolent alternatives to conflicts.

Time

One class period.

Overview

Conflict resolution refers to the process of settling disagreements. Successful conflict resolution can provide nonviolent solutions to conflicts.

In this lesson, students are introduced to the term *conflict resolution* and three basic ways to resolve conflicts. After a class discussion of ways they handle conflict, students work in small groups to write choose-your-own-adventure scenarios with endings that illustrate styles of conflict resolution.

Instructional Strategies

Class discussion, cooperative learning groups, creative expression.

Teacher Materials and Preparation

HAVE:

- ✓ Chalk and chalkboard.
- ✓ Overhead projector.
- ✓ **Violence Gauge** transparency or poster (from Lesson 1).

COPY:

- ✓ **Choices** worksheet, one for each student.
- ✓ **Conflicts** worksheet, one for each student, plus two to four **Scenario and Solution** pages for each small group. (See procedures.)

MAKE:

- ✓ Transparency of **Conflict Resolution**.

Procedure

- Tell students that in previous lessons they learned some ways to deal with anger and avoid fights. In this lesson, they are going to explore some other aspects of avoiding violence.

Introduce the term *conflict resolution*. Tell students that *conflict* refers to disagreements among people. *Conflict resolution* describes the process of resolving or handling disagreements.

Fighting is one way to handle disagreements, but probably not the best. Remind students of the drawbacks to fighting they discussed in Lesson 4. Ask students for examples of some other ways they handle conflict. List their responses on the board.

- Show students the **Conflict Resolution** transparency. Tell students that avoiding conflict, defusing conflict (reducing tension) and negotiation are three ways to resolve conflict without fighting.

Avoiding conflict can mean walking away from a fight, not acting in a way that will provoke someone, or apologizing if you've annoyed someone. Using delaying tactics or humor can defuse conflict. Negotiation means attempting to find a way to compromise about the issues in the conflict.

Ask students to look at the responses they listed on the board. Do any of the responses use these techniques?

■ Distribute the **Choices** worksheet. Have students read the situation aloud or individually. Then read and discuss the endings. Point out that each ending depicts a different way to resolve the conflict. Suggest that Ending 1 depicts one way to avoid conflict. Ending 2 depicts using a delaying tactic to defuse conflict. Ending 3 depicts the use of humor to defuse conflict. Ending 4 depicts negotiation.

Discuss the different ways of resolving conflicts. Ask students which endings seem most effective.

■ Divide the class into small groups. Distribute the **Conflicts** worksheet. Tell students to work with their groups to create scenarios that illustrate two to four of the possible conflicts listed. For each scenario they choose, they should create at least three possible solutions, showing what might happen with different styles of conflict resolution. Emphasize that all solutions should avoid violence.

Ask groups to choose a representative to read one of their completed scenarios and its solutions to the class. *Optional:* If time allows, encourage each group to roleplay one of its scenarios and the various solutions.

■ Make changes to the **Violence Gauge** as appropriate.

Evaluation

Listen to and read students' scenarios to check for ability to describe appropriate nonviolent responses in potentially violent situations.

Conflict Resolution



Avoid conflict

—walk away, apologize.

Defuse the conflict

—stall for time, use humor.

Negotiate

—look for compromise.

Choices

Scenario

Carlos and John have been close friends since preschool. They do everything together and always share what's going on in their lives. Now that they're in seventh grade, their friendship has gotten even stronger.

Since school started two weeks ago, they've established a routine of meeting at Carlos's locker after sixth period and going to Speedy's for a candy bar before they walk home in opposite directions.

Last Friday at the store, Carlos walked up to the counter with a chocolate bar in his hand, but John didn't buy anything.

"Don't tell me you're giving up sugar?" Carlos asked John.

"I'm just not hungry," John said.

"Are you sure? What's up?" Carlos asked.

"Nothing! Why does something have to be up just because I don't want a stupid candy bar?"

"Hey, come on, buddy. I know you too well. What's the story?"

"I said nothing!"

"OK. See ya tomorrow."

Carlos headed left up Mulberry Street. But John yelled, "Wait!" He caught up to Carlos and said, "I just didn't want to tell you about this thing."

"What thing?" asked Carlos.

"Well, these guys, you know, Marshall and his pals," John said. "They've been pushing me around when I walk home. Yesterday they shoved me against the wall and demanded a dollar. They said today it'd be two dollars if I didn't want to get hurt."

"That's ridiculous! They can't get away with that," Carlos said. "Let's call the police!"

"Are you crazy?" John yelled. "Do you want me to really get mangled? They said I couldn't tell anybody about this, even you."

"Well, we can't let them do this to you."

Ending 1

"I know. I know. I can't let them start pushing me around or it'll never stop," said John.

"So what are we going to do about it?" Carlos asked.

"We aren't going to do anything," said John. "I don't want to get you involved."

"Then what are you going to do?"

"I know where they're waiting for me. There's a bunch of other ways to get home. I'll just stay away from them until they quit bugging me."

Ending 2

"Hey, look," Carlos said. "There's Dave Campos and Marley Wilkins. I've got an idea. Hold on." Carlos ran over to talk to the two high school boys. In a few minutes, all three walked toward John.

"Let's go," Carlos said to John.

"Go where?" John asked.

"We're taking Marley and Dave over to your place to play a little pinball. They were thinking of heading that way anyhow, because some kids were picking on Dave's little brother the other day."

"Great! Let's go."

Ending 3

"I'm going with you. I've got an idea," said Carlos. He grabbed John and they walked on toward John's house.

As they rounded a corner, John said, "There they are!"

"Hey, John. Where's my two bucks?" said Marshall, as he and his buddies came up to them. Carlos replied before John had a chance.

"Hey, too late, guys. Somebody at the last corner already cleaned us out."

"What are you talking about?" growled Marshall.

"And they only charged us fifty cents. Your rates are a little high. You'd better get a little more competitive."

"Which corner? Which guys?"

"Down two blocks on Main. We thought they were friends of yours," answered Carlos.

As Marshall and his friends raced around the corner, John said, "Are you crazy?"

"It worked, didn't it?" Carlos replied.

Ending 4

"Come on, John. I've got an idea," Carlos said.

"What idea? You're just gonna get us killed. I know you can talk your way out of most things, but this is different."

When John and Carlos rounded the corner, Marshall and his friends surrounded them. But Carlos spoke first.

"First of all, you need to know that neither John nor I can afford to give you any money. We're as broke as you are." Marshall started to interrupt, but Carlos continued. "Second, we just left the library where we finished writing letters to the principal, police chief and your dad, Marshall, explaining the exact details of this attempted extortion."

"Man, you guys are looking for big trouble," growled Marshall.

"No, we're trying to avoid it by offering you a reasonable solution. We can't offer you any money, but we can offer you something better," Carlos said.

"What are you talking about?"

"Well, I heard what Mr. Peterson said to you in math class the other day. It sounds like you're in serious trouble. John and I can almost guarantee you a B, maybe even an A."

"You mean you'll give me the answers to the tests and homework?" Marshall asked.

"Not quite," Carlos said. "But we can tutor you after school for a half hour every day. What do you think?"

Conflicts

1. Brothers and sisters may argue about many things. They may have feelings of jealousy. They may argue about who owns what, sharing friends and borrowing clothes.
2. Parents and children may disagree on many issues. Often, they disagree about how much freedom children should have or how well children handle their responsibilities.
3. Sometimes friends become so close they get into the habit of treating each other in a certain way. They may like to kid each other, and they may know how to annoy each other easily. When someone is in a bad mood, the kidding or teasing can lead to one or both friends getting angry.
4. Part of the social life of growing up and going to school means learning to deal with other people. You may disagree with others at school about many things.
5. Feeling angry at a stranger can be very difficult. A stranger's habits and actions are unknown and unpredictable. It might be easier to lose your temper with a stranger because you're not worried about hurting a friendship. But it could be dangerous because you don't know how the stranger will react.
6. The old saying, "Sticks and stones may break my bones, but words will never hurt me," is often forgotten when someone calls you a name. Namecalling hurts people's feelings. They may feel pressured to do something to save face.
7. Some people just seem to be looking for a fight. You may not even understand the reason for it. Often, there are other people around. You may feel pressured into responding to avoid being labeled a chicken or a coward. Even though you may not lose your temper, you may act because you are worried about what others will think.
8. If someone hurts or attacks you on purpose, a natural response is to get angry and lose your temper. The choice to fight back is usually related to the circumstances—who is watching and what the relationship is between you and the attacker.
9. When someone accidentally hurts you, you may react as if the person hurt you intentionally. You may lose your temper before you know the facts.
10. Sometimes people take something that belongs to you or don't return things they've borrowed. Losing personal possessions often makes people angry. Your anger may be connected to the value of the lost item.

Scenario

Solution #1

Solution #2

Solution #3

LESSON
6

THE RIGHT TO BEAR ARMS

Objective

Students will be able to compare and contrast facts and opinions representing both sides of the gun control issue.

Time

Two class periods.

Overview

The wide availability of guns in our society is a frequent source of controversy. Some say if guns were less readily available to the general public, violent crime would decrease. Others say that the individual's right to bear arms helps deter the would-be criminal from committing more crimes.

In this lesson, students work in small groups to research the issue of guns and gun control. Half the students are assigned to support the notion of gun control, while the other half are assigned to support the right to bear arms. Students pool their resources to create an informed position and select a panel to represent them in a debate of the opposing views.

Instructional Strategies

Brainstorming, class discussion, panel discussion, research.

Teacher Materials and Preparation

HAVE:

- ✓ Overhead projector.
- ✓ **Violence Gauge** transparency or poster (from Lesson 1).

COPY:

- ✓ **It's Murder!** student information sheet, one for each student.
- ✓ **The Right to Bear Arms** student information sheet, one for each student.
- ✓ **Guns: For or Against** worksheet, two or more for each student.

MAKE:

- ✓ Transparency of **It's Murder!** student information sheet.
- ✓ Transparency of **The Right to Bear Arms** student information sheet.
- ✓ Transparency of **Guns: For or Against?** *Sample*.

PREPARE:

- ✓ Slips of paper, one for each group. Half should say *For guns*, half should say *Against guns*.

Procedure

■ Show students the **It's Murder!** transparency and distribute the student information sheet. Ask students to study the data in the chart and write down the information that most stands out. Ask for volunteers to share their ideas. Students will probably suggest that guns and handguns are used at an alarming rate in murders.

Pose the question, "Do you think there would be fewer murders if guns were illegal?" When responses have been exhausted, ask, "But if guns were outlawed, how could people protect their families from the criminals who keep guns illegally?" Ask for responses.

Tell students that most people have the right to buy and own guns, using proper permits and procedures. Ask them why this is so. Explain that the second amendment of the Constitution, the ultimate

law of our country, protects people's right to keep and bear arms.

■ Show students the transparency of **The Right to Bear Arms**, and distribute the student information sheet. Have a volunteer read the amendment aloud. Ask students to state in their own words what the second amendment means.

Suggest that the issue of guns and gun control offers a good source of debate. Guns are clearly the cause of most murders, yet our right to bear arms is clearly protected in the Constitution of the United States.

Note that people on both sides of the issue have strong arguments to support their positions, backed up by both opinions and facts. *Note:* It is sometimes hard to maintain an objective position on issues as controversial as gun control. It is essential, however, for the teacher to offer facts and information on all sides of an issue and allow students to make their own decisions.

■ Divide the class into an even number of groups, probably six or eight. Tell groups to select one group member to draw lots. Explain that you have one piece of paper for each group; the papers will say either *For guns* or *Against guns*. Each group will research the position drawn by its representative.

After the drawing, distribute two copies of the **Guns: For or Against?** worksheet to each student. Show students a transparency of the **Guns: For or Against? Sample**, and review the format of the research forms. Tell students they should use these forms when gathering information. Ask groups to brainstorm possible sources to use in their search for information.

■ Tell students they will have one week to do their research. Then they will meet with the other groups who researched the same position. The groups will pool their resources and choose several members to represent them in a panel discussion. Each member of the panel should have a different perspective or different information to share in support of the group's position.

Allow one class period for the panel discussion. Give each panel member time to make an opening presentation. Then guide the discussion with questions such as the following:

- Who should have guns?
- If public access to guns is eliminated, what effect would it have on society?

- What is your opponent's strongest argument?
- What is your opponent's weakest argument?
- Is gun ownership a problem in society?
- What is the best way to stop criminal behavior?

Allow time for each panel member to respond to these and other questions from the class.

- Make changes to the **Violence Gauge** as appropriate.

Evaluation

Observe the panel discussions and collect the research forms to determine students' understanding of both sides of the issues related to gun control.

Follow-Up/ Extension

Take the class on a field trip to a local library to research gun issues. Call the librarian ahead of time to have books and magazines set aside.

It's Murder!

	1980	1984	1985	1986	1987
Total Murders	21,680	17,260	17,245	19,257	17,859
Guns (total)	62.4% (total)	59.0% (total)	58.7% (total)	59.1% (total)	59.2% (total)
Handguns	46.0%	43.8%	43.0%	43.9%	43.7%
Knives	19.3%	21.2%	21.1%	20.5%	20.3%
Blunt Objects	5.0%	5.8%	5.5%	5.7%	5.8%
Personal Weapons (hands, fists, feet, etc.)	5.8%	6.6%	6.7%	6.8%	6.5%
Strangulations, Asphyxiations	2.3%	2.5%	2.4%	2.6%	2.6%
Fire	1.3%	1.1%	1.4%	1.2%	1.1%
All Other (poison, explosives, drowning, narcotics and un- known)	3.9%	3.8%	4.2%	4.1%	4.5%

Source: *U.S. Statistical Abstracts, 109th ed.* 1988. Washington, DC: U.S. Dept. of Commerce, U.S. Bureau of the Census, p. 168.

The Right to Bear Arms

The second amendment protects the right of people to use and own guns. The amendment reads:

ARTICLE II

A well regulated militia, being
necessary to the security of a
free state, the right of the people
to keep and bear arms, shall not
be infringed.

Guns: For or Against

Sample

Directions: Use this form to make notes on your research about guns. Fill out one section for each book or article you read.

Title of Publication	<i>Denver Post</i>	Type of Publication	<i>Newspaper</i>
Article name	<i>"More Guns Sold This Year"</i>		Volume Number
Pages	<i>12-13</i>	Copyright Date	<i>12/6/90</i> Publisher
Notes	<i>More handguns were sold this year than last year.</i>		
	<i>More private citizens own machine guns.</i>		

Title of Publication	Type of Publication		
Article name	Volume Number		
Pages	Copyright Date	Publisher	
Notes			

Guns: For or Against

Directions: Use this form to make notes on your research about guns. Fill out one section for each book or article you read.

Title of Publication		Type of Publication
Article name		Volume Number
Pages	Copyright Date	Publisher
Notes		

Title of Publication		Type of Publication
Article name		Volume Number
Pages	Copyright Date	Publisher
Notes		

LESSON
7

PRINCIPLES OF NONVIOLENCE

Objective

Students will be able to explain the principles of nonviolence expressed by Mohandas Gandhi and Martin Luther King, Jr.

Time

Two class periods.

Overview

Laws that penalize people who commit violent crimes do not always deter the commission of violent crimes. One way to help reduce the number of violent crimes is to teach students other courses of action, including nonviolence.

In this lesson, students research the principles of nonviolence put forth by Mohandas Gandhi and Martin Luther King, Jr. Students use these principles to create a Declaration of Nonviolence for their classroom and school based on the Declaration of Independence.

Instructional Strategies

Class discussion, creative expression, oral presentations, research.

Teacher Materials and Preparation

HAVE:

- ✓ Overhead projector.
- ✓ Transparency marking pen.

COPY:

- ✓ **Notes on Nonviolence** worksheet, one for each student.
- ✓ **Declaration of Independence** student information sheet, one for each student.
- ✓ **Declaration of Nonviolence** worksheet, one for each group of three to five students.

MAKE:

- ✓ Transparency of the **Declaration of Nonviolence** worksheet.

REVIEW:

- ✓ **Nonviolent Leaders** *Teacher Background Information*.

Procedure

■ Tell students that in this lesson, they are going to research some nonviolent ideas and principles. Introduce the names of Mohandas Gandhi and Martin Luther King, Jr. Ask students if they know of other people who have promoted ideas about nonviolence. Use the **Nonviolent Leaders** *Teacher Background Information* to guide a discussion of these ideas.

Depending on available time and resources, and the ability of your students, have students do independent research on Gandhi, King and other proponents of nonviolence.

■ Distribute the **Notes on Nonviolence** worksheet. Review the research form with students. Tell them to use this form when taking notes on the ideas of King, Gandhi and others. Tell students to record ideas with which they agree and disagree.

■ Distribute the **Declaration of Independence** student information sheet. Ask students why the document was written. Sug-

gest that the people who wrote this declaration were unhappy with some of the conditions of their lives and decided to do something about it.

Read the first paragraph and the beginning of the second paragraph so students can become familiar with the format. In addition, read part of the section that lists the things the colonists were unhappy about. Then read the last paragraph, which suggests a breaking away from current conditions and a joining together of the people in a united stand.

Note: Depending on the level and ability of your class, you may have to paraphrase and explain different sections of the Declaration of Independence in your own words.

■ Show students the transparency of the **Declaration of Nonviolence** worksheet. Discuss each section and its analogy to the Declaration of Independence. Ask for volunteers to suggest a continuation of the first line, "When in the course of human events...." Encourage students to consider current events in their classroom or at school.

Then move to the opening of the next paragraph and ask for volunteers to complete the line "We hold these truths to be self-evident...." Ask students what they want their classroom or school environment to be in relation to violence.

Ask students to explain what the current conditions related to violence are in your school or classroom. List their ideas in the next section of the transparency. Then ask for ideas that promote nonviolence for the final section. Encourage students to talk about conditions in their classroom and community and to suggest specific actions that they can take. Emphasize ways that students can be empowered to deal with conditions in their environment.

■ Divide the class into small groups. Distribute a **Declaration of Nonviolence** worksheet to each group. Tell students to use the information from their research on nonviolence to develop a classroom policy on nonviolence. Tell them to discuss their findings in their groups and use the group's ideas to complete the worksheet.

When groups have completed the worksheet, have them present their documents to the class.

Evaluation

Review the declarations of nonviolence to clarify students' understanding of the principles of nonviolence suggested by Gandhi and King.

Follow-Up/ Extension

Have groups use calligraphy or other art to create a poster of the **Declaration of Nonviolence** that looks like an official document. Have all class members who agree sign it. Students might like to make additional copies of the document and distribute them to other classrooms in their school or to other schools to sign as well. Students may also wish to give a copy to the school principal.

NONVIOLENT LEADERS

Teacher Background Information

Mohandas K. Gandhi

Central to Gandhi's philosophy was a new idea called *Satyagraha*, which translates as "truth force" or "truth power." Some of his commandments include:

- A *satyagrahi*, or civil resister, will harbor no anger.
- The resister will suffer the anger of the opponent.
- The resister will put up with assaults from the opponent and never retaliate.
- The resister will not submit to any order given in anger.
- When any person in authority seeks to arrest a civil resister, the resister will voluntarily submit to the arrest.
- Nonretaliation excludes swearing and cursing.
- Therefore, a civil resister will never insult his or her opponent.

beloved community also disagreed with any law that took away a person's dignity.

King believed it was right to resist such laws, even if it meant risking jail. He also believed that if you resisted a law, you should be prepared to pay the penalty.

References:

- Jones, E. 1983. *Mahatma Gandhi: An Interpretation*. New York: Abingdon-Cokesbury Press.
- Schulke, F. and P. O. McPhee. 1986. *King Remembered*. New York: W. W. Norton and Company.

Martin Luther King, Jr.

"Nonviolent resistance is based on the conviction that the universe is on the side of justice. Consequently, the believer in nonviolence has deep faith in the future. This faith is another reason why the nonviolent resister can accept suffering without retaliation. For he knows that in his struggle for justice he has cosmic companionship."

—Martin Luther King, Jr.

King embraced Gandhi's theories of nonviolence and the teachings of Jesus. He believed that people would choose good over evil. He believed in the beloved community, which was based on love, where people were judged on the content of their character. The

*Notes on Nonviolence***Name of individual or group:****Source of information:****Nonviolent principles or ideas:****Name of individual or group:****Source of information:****Nonviolent principles or ideas:**

Declaration of Independence

In CONGRESS, July 4, 1776.

A DECLARATION

By the REPRESENTATIVES of the
UNITED STATES OF AMERICA,
In GENERAL CONGRESS assembled.

When in the Course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurptions, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these states. To prove this, let Facts be submitted to a candid World.

He has refused his Assent to Laws, the most wholesome and necessary for the public Good.

He has forbidden his Governors to pass Laws of immediate and pressing Import-

tance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

.....

In every stage of these Oppressions we have Petitioned for Redress in the most humble Terms: Our repeated Petitions have been answered only by repeated Injury. A Prince, whose Character is thus marked by every act which may define a Tyrant, is unfit to be the Ruler of a free People.

Nor have we been wanting in Attentions to our British Brethren. We have warned them from Time to Time of Attempts by their Legislature to extend an unwarrantable Jurisdiction over us. We have reminded them of the Circumstances of our Emigration and Settlement here. We have appealed to their native Justice and Magnanimity, and we have conjured them by the Ties of our common Kindred to disavow these Usurpations, which, would inevitably interrupt our Connections and Correspondence. They too have been deaf to the Voice of Justice and of Consanguinity. We must, therefore, acquiesce in the Necessity, which denounces our Separation, and hold them, as we hold the rest of Mankind, Enemies in War, in Peace, Friends.

We, therefore, the Representatives of the UNITED STATES OF AMERICA, in General Congress, Assembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, Free and Independent States; that they are absolved from all Allegiance to the British Crown, and that all political Connection between them and the State of Great-Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

Signed by Order and in Behalf of the Congress,

JOHN HANCOCK, President.

Attest.

CHARLES THOMSON, Secretary.

Declaration of Nonviolence

When in the course of human events,

We hold these truths to be self-evident,

We, therefore, students of _____ School, do hereby suggest the following nonviolent ideas to help reduce violence in our classroom and our school:

LESSON**8**

VIOLENCE PREVENTION TASK FORCES

Objective

Students in small groups will be able to synthesize plans for community violence prevention activities.

Time

Two or three class periods.

Overview

A healthy and growing society must always be able to recognize its problems, subject those problems to analysis based on present and past trends and offer solutions that will alter the factors contributing to the problems.

In this lesson, students review what they have learned about violence and its prevention. They discuss the **Violence Gauge**; types, causes and consequences of violence; the effects of media and guns on violence; and specific techniques that individuals or societies can use to help prevent violence. After this review, small groups of students work together on action plans to prevent violence in their community, which they present to the class.

Instructional Strategies

Class discussion, cooperative learning groups, oral presentations.

Teacher Materials and Preparation

HAVE:

- ✓ Overhead projector.
- ✓ Video recorder (optional).
- ✓ **Violence Gauge** transparency or poster (from Lesson 1).

COPY:

- ✓ **Violence Action Plan** worksheet, one for each student.

MAKE:

- ✓ Transparency of the **Action Plan Sample**.
- ✓ Sign reading *Mayor's Task Forces on Violence Prevention*.

Procedure

■ Post the revised **Violence Gauge** from Lesson 1 at a central point in the classroom. Ask students if they have any revisions or new thoughts related to the **Violence Gauge**. If any adjustments are suggested, have a brief class discussion and vote before making changes on the gauge.

Review the categories of types of violence and the causes and consequences of violence. Review some of the actions students have studied that may help prevent violence.

Tell students that they now have some tools to help them avoid personal violence. They have also developed a classroom policy for nonviolence. In this lesson, they are going to develop a plan to help reduce violence in the community.

■ Divide class into groups of three to five. Tell students the mayor of your town or city has handpicked each of their groups as special Violence Prevention Task Forces to come up with action plans to help reduce the amount of violence in your community. The mayor has created a special form they can use to help them in developing their action plan, or they can create a process of their own if they choose.

Distribute the **Action Plan Sample** worksheet. Explain that this is an example of an action plan for a different problem, the growing number of homeless people. Discuss each heading. Tell students they can use this same procedure in designing their violence prevention action plans.

■ Distribute the **Violence Action Plan** worksheet, and tell students to work on the plans with their groups.

When all groups are prepared to present their plans, set up a table and chairs at the front of the classroom. Place a sign reading *Mayor's Task Forces on Violence Prevention* behind the table and chairs.

Optional: Use a video recorder to record the task forces' presentations. When the presentations have been completed, ask students if they would like to make a copy of the tape to send to the mayor.

Evaluation

Collect the final action plans and observe task force presentations to check for students' ability to offer plausible suggestions for preventing violence in their community.

Follow-Up/ Extension

Have volunteers edit the tape of the presentations and include credits before sending it to the mayor.

Have volunteers go before the city council and board of supervisors to discuss their ideas on violence prevention.

Have student council representatives take appropriate suggestions to the student council to help prevent violence at your school.

Action Plan

Sample

Action Steps

The problem:

The number of homeless people in our community is growing.

Possible solutions:

- *Raise taxes to help provide more housing.*
- *Volunteer to make and serve food to homeless people.*
- *Invite homeless people to live with you.*

Advantages and disadvantages of solutions:

- *Many people won't support higher taxes.*
- *Volunteer work might be rewarding, but it might not help people find houses.*
- *It might be dangerous to invite people you don't know to live with you.*

Possible choices:

Action Plan

- *We will write letters to legislators and ask them to support higher taxes to provide housing for the homeless.*
- *We will find out what groups help feed the homeless in our area, and we will volunteer at least one morning every weekend.*
- *We will begin fundraising in our local community to save enough money to buy or rent places that could be temporary homes.*

Violence Action Plan

Action Steps

The problem:

Possible solutions:

Advantages and disadvantages of solutions:

Possible choices:

Action Plan

(List your specific plan of action step by step.)

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- ◆ create a Declaration of Nonviolence for the classroom

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